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ABSTRACT

This paper presents a preliminary model for a table of specifications for Language Curricula Development Center Language Arts materials. Description of the development of the Criterion-Referenced Unit Achievement Tests, including the tests' design, precedes the recommended model. The model categorizes the main components and behaviors of the SCDC Structud Reading Series, demonstrating how test items are developed keyed to each level of Bloom's Taxonomy. This type of test item costruction has been basically followed in developing SCDC tests. The Language Arts Vernacula Strand follows an eclectic approach in reading instruction. At the Primary One Level, it offers a dual purpose Spanish Vernacular reading program: structured reading and related skills of comprehension and interpretation, and language experience reading with oral language development. At the Primary Two Level, it is broadened by a Language Analysis component and by adding creative expression dimensions to the language experience and oral development skills. (Author/CLK)

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EVALUATION OF LEARNING IN

LANGUAGE ARTS VERNACULAR INSTRUCTION

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INTRODUCTION

The Spanish Curricula Development Center was funded in July, 1970, under the Bilingual Education Act, Title VII, as amended. The project's goal is to produce, pilot and revise forty-eight kits for Spanish-English bilingual program at the primary level. These curricula kits are developed in five instructional strands: Language Arts Vernacular, Science-Mathematics, Social Science, Fine Arts and Spanish as a Second Language. The target populations for whom the materials are designed are Mexican-American, Puerto Rican, Cuban and English dominant children.

It was established at the outset that the evaluation of the Center would include the development of general achievement tests. The purpose of administering these tests was twofold: 1. To determine whether the instructional objectives had been achieved, taking into consideration the variety of material treatment, and 2. To convert pupil achievement data into useful information which could be incorporated in the revision of the materials. A third, longer-range goal is to provide a series of unit achievement tests for each of the five instructional strands for teachers' use in bilingual programs. These tests are currently in progress.

The Language Arts Vernacular Strand follows an eclectic approach in the teaching of reading. At the Primary One level it offers a dual purpose Spanish Vernacular reading program: structured reading and related skills of comprehension and interpretation, and language experience reading with oral language development. At the Primary Two Level it is broadened by a Language Analysis component and by adding creative expression dimensions to the language experience and oral language development skills. Throughout both levels ten basic premises for teaching vernacular reading are supported. These levels

presented in the Appendix, r[illegible]ng[illegible] the skills embodied in the teac[illegible] itself to the eventual use the [illegible] this knowledge. They also iden[illegible] need the Spanish dominant child [illegible] himself in his home language, t[illegible] expression is accepted and resp[illegible] will lead to more fulfilled per[illegible] ic experiences.

The purpose of this paper [illegible] preliminary model for a Table o[illegible] Language Arts Vernacular Instru[illegible] the rationale and content impli[illegible] ricula Development Center Langu[illegible] A description of the developmen[illegible] Referenced Unit Achievement Tes[illegible] tests' design, precedes the rec[illegible] model attempts to categorize th[illegible] and behaviors of the SCDC Struc[illegible] demonstrating how test items ha[illegible] developed keyed to each level o[illegible] This type of test item construc[illegible] basically followed in developin[illegible] hoped that teachers will find [illegible] ating assessment instruments at[illegible] bilingual instruction.

The proposed Specification[illegible] Items are herein presented.

NTRODUCTION

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nguage experience reading with
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anguage Analysis component and
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ral language development skills.
ten basic premises for teach-
are supported. These levels

presented in the Appendix, range from describing the skills embodied in the teaching of reading itself to the eventual use the learner will put this knowledge. They also identify the special need the Spanish dominant child has to express himself in his home language, to know that this expression is accepted and respected, and that it will lead to more fulfilled personal and academic experiences.

The purpose of this paper is to present a preliminary model for a Table of Specifications for Language Arts Vernacular Instruction, K-2, based on the rationale and content implicit in Spanish Curricula Development Center Language Arts Materials. A description of the development of the Criterion-Referenced Unit Achievement Tests, including the tests' design, precedes the recommended mode. The model attempts to categorize the main components and behaviors of the SCDC Structured Reading Series, demonstrating how test items have been or can be developed keyed to each level of Bloom's Taxonomy. This type of test item construction has been basically followed in developing SCDC tests. It is hoped that teachers will find it useful in generating assessment instruments at local levels of bilingual instruction.

The proposed Specification Table and Sample Items are herein presented.

Sylvia H. Rothfarb

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COGNITIVE DOMAIN

Knowledge 3

Comprehension 4

Application . . . . .

Analysis . . . . . .

Synthesis . . . . . .

Evaluation . . . . . .

AFFECTIVE DOMAIN

Responding . . . . . .

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CIFICATIONS FOR LANGUAGE
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MODEL 1

TO CONTENT AREAS OF LAN-
ERNACULAR INSTRUCTION
LEVELS CO

MAIN

e 3

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Application 7

Analysis 9

Synthesis 11

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AFFECTIVE DOMAIN

Responding 15

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TABLE OF SPECIFICATIONS FOR LANGUAGE ARTS VERNACULAR INSTRUCTION (K-2)*
A PRELIMINARY MODEL

BEHAVIORS

CONTENT	Cognitive: Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Wi
1.0. Decoding							
Phonic elements	1,2,3**				13	14	
Word structure	1,2,3	5,6					
Sentence structure		6	7,8	9,10			
Vocabulary		4,5,6					
Punctuation			7				
2.0. Comprehension and Interpretation			7,8				
Meaning seeking							
Vocabulary/stories stemming from traditional/orig. rhymes			8	10	13	14	
Day-to-day vocabulary		4,5,6			11,12		
Acquired vocabulary		4,5,6			11,12		
Detail, characters, setting						13,14	
Inference, Conclusion		6		9		13,14	
Cause/effect relationships				9		14	
Generalization			8			14	
Discr. Fact/opinion				10	13	14	
3.0. Language Analysis							
Sentence types			7			13,14	
Sentence parts			7			13,14	
Kinds of words:							
Day-to-day vocabulary						13,14	
Acquired vocabulary						13,14	
Locating Information			8				
Language Variation					11,12	13,14	
4.0. Creative Expression							
Speaking skills					11,12	13,14	
Writing skills					11,12	13,14	
Non-verbal communication						14	
Extending personal experiences				10	11,12	13,14	

* Spanish-English Bilingual Programs
**Indicates item numbers per content area/taxonomy level

TABLE OF SPECIFICATIONS FOR LANGUAGE ARTS VERNACULAR INSTRUCTION (K-2)*
A PRELIMINARY MODEL

BEHAVIORS

	Cognitive						Affective	
							Responding	
TENT	Know-ledge	Compre-hension	Applica-tion	Analy-sis	Synthe-sis	Evalu-ation	Willingness	Satisfaction
ents	1,2,3**				13	14		
ure	1,2,3	5,6						
tructure		6	7,8	9,10				
		4,5,6						
			7					
and Inter-								
			7,8					
king								
stories stem-								
traditional/								
mes			8	10	13	14		
vocabulary		4,5,6			11,12		15	16
cabulary		4,5,6			11,12		15	16
aracters,								
						13,14		
Conclusion		6		9		13,14		
t relation-				9				
						14		
tion			8			14		
t/opinion				10	13	14		
lysis								
ypes			"			13,14		
arts			"			13,14		
ords:								
ay vocabulary						13,14		
vocabulary						13,14		
Information			8					
Variation					11,12	13,14	15	16
ression								
kills					11,12	13,14	15	16
ills					11,12	13,14	15	16
communication						14	15	16
personal								
ces				10	11,12	13,14	15	16

Bilingual Programs
numbers per content area/taxonomy level

ITEMS KEYED TO CONTENT AREAS
OF LANGUAGE ARTS VERNACULAR
INSTRUCTION PER TAXONOMY
LEVELS

Item Description

1. All items are presented in pairs (16 item pairs - 32 items) and are preceded by an example which may be done orally with pupils. A flower denotes example item.

2. Items for knowledge. -Application Levels generally are three-choice multiple choice items, as they are designed for first and second grade bilingual instruction. Items with four or more multiple choices are shown for the latter part of second grade, and for the higher levels of the taxonomy.

3. English translations a
where necessary.

ITEMS KEYED TO CONTENT AREAS
OF LANGUAGE ARTS VERNACULAR
INSTRUCTION PER TAXONOMY
LEVELS

em Description

ns are presented in pairs
n pairs - 32 items) and are
d by an example which may
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otes example item.

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e choice items, as they are
d for first and second grade
al instruction. Items with
more multiple choices are
or the latter part of second
and for the higher levels of
onomy.

3. English translations are presented where necessary.

9

10

Item 1 KNOWLEDGE

CONTENT AREA: Decoding

BASIC SKILL: Consonants/consonant combinations

Pupils identify the words containing the same successive consonants given in stimulus.

DIRECTIONS: Look at thewords shown next to the box. One of them contains the same letter combination as shown in the box. Circle the word.

INSTRUCCIONES: Fíjense en las palabras al lado del cuadro. Una de ellas contiene la misma combinación de letras que están dentro del cuadro. Tracen un círculo alrededor de esa palabra.

bl	blanca	elefantes	bolsa
cl	caballo	lápiz	bicicleta
pl	peligro	frío	cataplúm

KNOWLE

CONTENT AREA: Decoding

BASIC SKILL: Consonant/co
tions

Pupils identify the syll
same consonant-consonant
words given in stimulus.

DIRECTIONS: Look at the s
box. One of
combination a
Circle that s

INSTRUCCIONES: Fíjense en
cuadro. Una
combinación d
en la palabra
cen un círcul

trampa	pra
creer	gro
fábrica	tra

KNOWLEDGE

ecoding

nsonants/consonant combinations

y the words containing the same
sonants given in stimulus.

k at thewords shown next to the
. One of them contains the same
ter combination as shown in the
. Circle the word.

Fíjense en las palabras al lado
cuadro. Una de ellas contiene
misma combinación de letras que
ín dentro del cuadro. Tracen un
culo alrededor de esa palabra.

cá	elefantes	bolsa
llo	lápiz	bicicleta
gro	frío	cataplúm

KNOWLEDGE Item 2

CONTENT AREA: Decoding

BASIC SKILL: Consonant/consonant/vowell combinations

Pupils identify the syllables containing the same consonant-consonant-vowell pattern (CCV) as words given in stimulus.

DIRECTIONS: Look at the syllables next to the box. One of them has the same letter combination as in the word in the box. Circle that syllable.

INSTRUCCIONES: Fíjense en las sílabas al lado del cuadro. Una de ellas es la misma combinación de letras que se encuentra en la palabra dentro del cuadro. Tracen un círculo alrededor de esa sílaba.

trampa	pra	ta	tra
creer	gro	cre	ca
fábrica	tra	fri	bri

Item 3

KNOWLEDGE

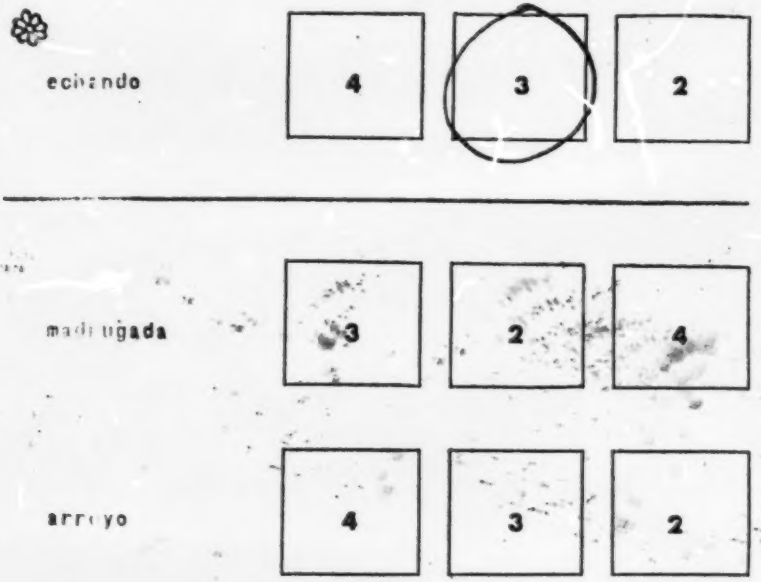
CONTENT AREA: Decoding

BASIC SKILL: Identifying syllables

Pupils identify words as having 2, 3 or 4 syllables.

DIRECTIONS: Read the word next to the flower. One of the numbers following the word tells how many syllables the word has. Circle the correct number.

INSTRUCCIONES: Lean la palabra al lado de la flor. Uno de los números que siguen indica cuántas sílabas hay en esa palabra. Tracen un círculo alrededor del número correcto.



4

COMPREHENSIO

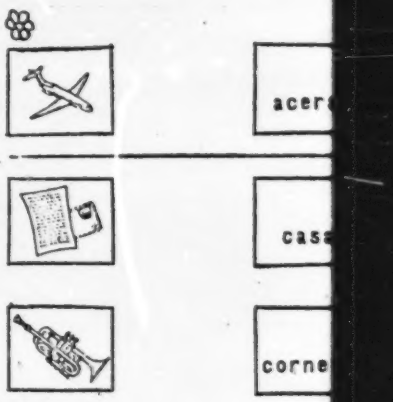
CONTENT AREA: Decoding

BASIC SKILL: Reading words thr

Pupils demonstrate ability to commonly used 2 and 3-syllabl /a/ and /c/ in initial positi clues.

DIRECTIONS: Look at the pictur Read the words tha words tells what t the word.

INSTRUCCIONES: Fíjense en el d flor. Lean las pa Una de las palabra jo. Tracen un cír alabra.



KNOWLEDGE

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rds as having 2, 3 or 4

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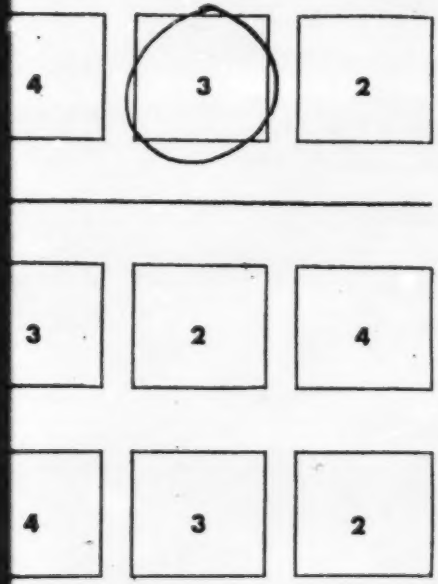
the numbers following the
lls how many syllables the
s. Circle the correct

la palabra al lado de la
Uno de los números que siguen
cuántas sílabas hay en esa
. Tracen un círcul^ alrede-
número correcto.



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COMPREHENSION Item 4

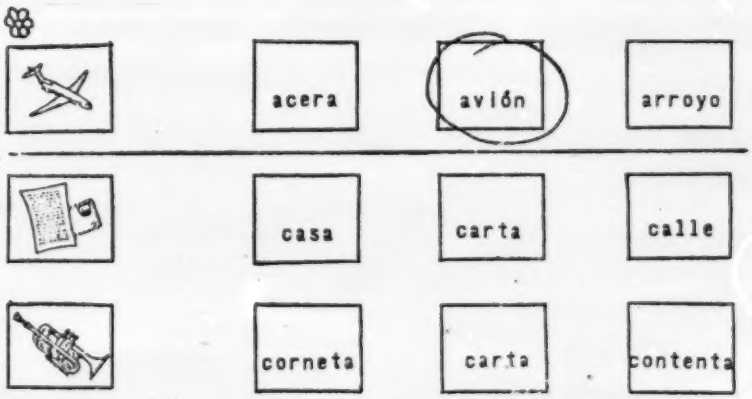
CONTENT AREA: Decoding

BASIC SKILL: Reading words through context clues

Pupils demonstrate ability to read and understand commonly used 2 and 3-syllables words containing /a/ and /c/ in initial position, given pictorial clues.

DIRECTIONS: Look at the picture next to the flower. Read the words that follow. One of the words tells what thepicture is. Circle the word.

INSTRUCCIONES: Fíjense en el dibujo al lado de la flor. Lean las palabras que siguen. Una de las palabras representa el dibujo. Tracen un círculo alrededor de la palabra.



Item 5 COMPREHENSION

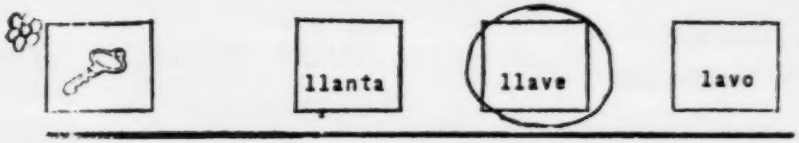
CONTENT AREA: Decoding

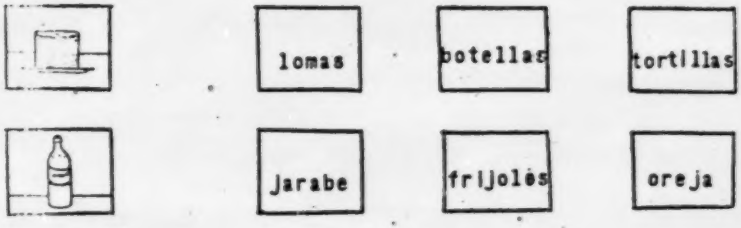
BASIC SKILL: Reading words through context clues

Pupils demonstrate ability to read and understand commonly used 2 and 3-syllable words containing /l/, /ll/ and /j/ in initial word or initial syllable within the word position, given pictorial clues.

DIRECTIONS: Look at the picture next to the flower. Read the words that follow. One of the words tells what the picture is. Circle the word.

INSTRUCCIONES: Fíjense en el dibujo al lado de la flor. Lean las palabras que siguen. Una de las palabras representa el dibujo. Traceṇ un círculo alrededor de la palabra.





5

COMPREHENSI

CONTENT AREA: Comprehensio

BASIC SKILL: Reading words

Pupils draw conclusions b
riddles, given a list of
scriptive sentences corre

DIRECTIONS: Read the words
read the sente
Find the word
scribes. Writ
in the empty b

INSTRUCCIONES: Lean las pa
cuadritos. De
nes al lado de
la palabra a c
oraciones. Es
palabra en el

Benito chile
1 2

Es un lugar.
Muchas personas viven a
Es lejos.

Es un niño.
Puede ser mexicano-amer
Le gusta jugar.

Se puede comer.
Es muy rico.
Viene de la tierra.

COMPREHENSION

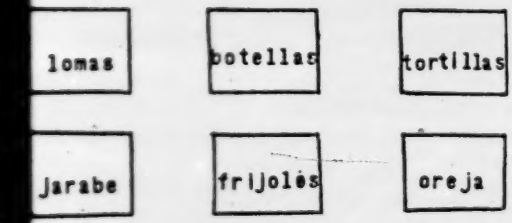
coding

ding words through context clues

ate ability to read and under-
used 2 and 3-syllable words con-
l/ and /j/ in initial word or
e within the word position,
clues.

at the picture next to the
er. Read the words that follow.
of the words tells what the
ure is. Circle the word.

íjense en el dibujo al lado de
lor. Lean las palabras que si-
. Una de las palabras represen-
l dibujo. Tracen un círculo
dedor de la palabra.



COMPREHENSION Item 6
Primary Two

CONTENT AREA: Comprehension and interpretation

BASIC SKILL: Reading words through context clues

Pupils draw conclusions by selecting answers to riddles, given a list of words and three descriptive sentences corresponding to each.

DIRECTIONS: Read the words over the boxes. Then read the sentences next to the flower. Find the word that the riddle describes. Write the number of the word in the empty box.

INSTRUCCIONES: Lean las palabras encima de los cuadritos. Después lean las oraciones al lado de la flor. Encuentren la palabra a cual se refieren las oraciones. Escriban el número de esa palabra en el cuadrito vacío.

Benito	chile	papi	Puerto Rico
1	2	3	4

Es un lugar. Muchas personas viven allí. Es lejos.	4
Es un niño. Puede ser mexicano-americano. Le gusta jugar.	☐
Se puede comer. Es muy rico. Viene de la tierra.	☐

English Translation
of
Item 6

Benny chile daddy Puerto Rico

It's a place.
Many people live there.
It is far.

He's a boy.
He could be Mexican-American.
He likes to play.

You can eat it.
It's very good.
It comes out of the ground.

6

Item 7 APPLICATION

CONTENT ARE: Language Analysis

BASIC SKILL: Sentence types

Pupils identify the actions of characters by interpreting the punctuation in the sentences given and responding to questions given for each.

DIRECTIONS: Read the sentences next to the flower. Look at the punctuation marks. Draw a circle around the words that describe the action of the person talking.

INSTRUCCIONES: Lean las oraciones al lado de la flor. Fíjense en los signos de puntuación. Tracen un círculo alrededor de las palabras que indican la acción de la persona hablando.

Ella gritó:
¡Cheo, trae la pelota!

La niña (a) dijo (b) mandó (c) preguntó

Ramón gritó:
-¿Qué haces, Aníbal?

Ramón (a) dijo algo (b) preguntó algo
(c) mandó algo

Felipe dijo:
-Yo ví a Julio salir.

Felipe (a) pidió información
(b) dió infomación
(c) quería una respuesta

CONTENT AREA: Comprehension and

BASIC SKILL: Using guides and s
formation.

Pupils select the page numbers
selections, given a short tabl
series of generalizations.

DIRECTIONS: Read the table of c
each description an
number of the story

INSTRUCCIONES: Lean el conteni
las descripciones d
número de la página
se refiere.

CONTENIDO

El soneto del zapatero .
La casa vieja . . . . .
José Martí y su amigo Fe
Cuauhtémoc contra los es

Algunos cuentos tratan de
y donde viven.
Esta en la pág

No hay nada en el mundo c
amistad de dos hombres.
Está en la pág

Distintos trabajos tienen
ruidos, como tipitipiti
Está en la pá

Por toda la historia los
valientes lucharon por s
Está en la pá

APPLICATION

Analysis

types

actions of characters by in-
uation in the sentences given
estions given for each.

sentences next to the flower.
he punctuation marks. Draw
around the words that de-
e action of the person talk-

as oraciones al lado de la
jense en los signos de pun-
Tracen un círculo alrededor
labras que indican la acción
rsona hablando.

elota!

(b) mandó (c) preguntó

bal?

algo (b) preguntó algo
ó algo

alir.

ó información
infomación
ería una respuesta

CONTENT AREA: Comprehension and Interpretation

BASIC SKILL: Using guides and sources to locate information.

Pupils select the page numbers and topics for selections, given a short table of contents and a series of generalizations.

DIRECTIONS: Read the table of contents. Then read each description and write the page number of the story it refers to.

INSTRUCCIONES: Lean el contenido. Después lean las descripciones debajo y escriban el número de la página del cuento a que se refiere.

CONTENIDO

El soneto del zapatero 3
La casa vieja 7
José Martí y su amigo Fermín . 13
Cuauhtémoc contra los españoles20

Algunos cuentos tratan de fantasmas y donde viven.
Está en la página 7.

No hay nada en el mundo como la amistad de dos hombres.
Está en la página _____.

Distintos trabajos tienen distintos, ruidos, como tipitipitipitón..
Está en la página _____.

Por toda la historia los hombres valientes lucharon por su pueblo.
Está en la página _____.

7

English Translation
of
Item 7

She shouted:

"Cheo, get the ball!"

The girl (a) told (c) commanded (c) asked

Ramón called:

"What are you doing, Anibal?"

Ramón (a) said something (b) asked something (c) commanded something.

Felipe said:

"I saw Julio leave."

Felipe (a) asked for information (b) offered information (c) wanted a response

English Trans
of
Item 8

TABLE OF CON

The Shoemaker's Sonnet .

The Old House . . . . .

José Martí and His Friend

Cuauhtémoc Against the Sp

Some stories tell about g
they live.

The story is on page 7.

There is nothing in the w
friendship of two men.

The story is on page __

Different jobs produce di
like tipitipitipitón.

The story is on page __

Throughout history brave
for their people.

The story is on page __

ish Translation
of
Item 7

e ball!"

ld (c) commanded (c) asked

doing, Anibal?"

something (b) asked some-
nded something.

leave."

ed for information (b) offered
wanted a response

English Translation
of
Item 8

TABLE OF CONTENTS

The Shoemaker's Sonnet 3

The Old House 7

José Martí and His Friend Fermín . . . 13

Cuauhtémoc Against the Spaniards . . . 20

Some stories tell about ghosts and where they live.

The story is on page 7.

There is nothing in the world like the friendship of two men.

The story is on page _____.

Different jobs produce different sounds, like tipitipitipitón.

The story is on page _____.

Throughout history brave men have fought for their people.

The story is on page _____;

Item 9 ANALYSIS

CONTENT AREA: Comprehension and interpretation

BASIC SKILL: Cause/effect relationships

Pupils infer the probable effect of a series of statements (causes) taken from the story in the test reader:

Chipi y el caballo

Chipi caminaba por el campo. Pasó por la cerca. Vió las manzanas.
-¡Qué altas están las manzanas!, pensó.
El caballo vió las manzanas.
Chipi montó el caballo y subió alto. Las manzanas caen. Chipi está contento. El caballo está contento.

DIRECTIONS: Read the sentence next to the flower. Underline the sentence on the right that tells the effect of that sentence.

INSTRUCCIONES: Lean la oración al lado de la flor. Subrayen la oración a la derecha que indica el efecto o la consecuencia de la oración.

El caballo ve las manzanas.
- Monta y sube alto.
- El piensa en las manzanas.
- El mira el muñeco.

Si no sube Chipi.
- No coge la manzana.
- No mira la gorra.
- No pasa por la cerca.

El caballo come la manzana.
- La manzana cae.
- Está contento.
- No está contento.

ANALYS

CONTENT AREA: Comprehensi

BASIC SKILL: Discriminati
opinion

Pupils will differentiat
opinion by reading a sho
struggle against the Spa
ship with Fermín and sel
given both facts and opi

DIRECTIONS: Read the poem
underline the
what happened

INSTRUCCIONES: Lean el po
pués subrayen
lo que pasó e

¿Cómo se sintió Fer
Martí ya preso?

¿Qué pensaron los
de José Martí?

¿Cómo se sintió Jos
hacia Fermín?

Era
Era
Tení

ANALYSIS

omprehension and interpretation

use/effect relationships

he probable effect of a series of uses) taken from the story in the

Chipi y el caballo

Chipi caminaba por el campo. Pasó por la cerca. Vió las manzanas. -¡Qué altas están las manzanas!, pensó. El caballo vió las manzanas. Chipi montó el caballo y subió alto. Las manzanas caen. Chipi está contento. El caballo está contento.

d the sentence next to the flower. erline the sentence on the right t tells the effect of that sentence.

Lean la oración al lado de la flor. rayen la oración a la derecha que ica el efecto o la consecuencia la oración.

	Monta y sube alto.
e los manzanos.	El piensa en los manzanos.
	El mira el muñeco.

	No cae la manzana.
e Chipi.	No mira la gorra.
	No pasa por la cerca.
	La manzana cae.
me la manzana.	Está contento.
	No está contento.

ANALYSIS Item 10

CONTENT AREA: Comprehension and interpretation

BASIC SKILL: Discriminating between fact and opinion

Pupils will differentiate between fact and opinion by reading a short poem on José Martí's struggle against the Spaniards and his friendship with Fermín and selecting factual responses, given both facts and opinions.

DIRECTIONS: Read the poem "José Martí". Then underline the statement that tells what happened in the story.

INSTRUCCIONES: Lean el poema de José Martí. Después subrayen la oración que indica lo que pasó en el cuento.

¿Cómo se siente Fermín cuando Martí va preso?

Fermín lo siente.
Fermín no lo siente.
Fermín quiere salvarlo.

¿Qué pensaron los españoles de José Martí?

Era un hombre valiente.
Era un hombre bien parecido.
No debía escribir contra ellos.

¿Cómo se sintió José Martí hacia Fermín?

Era un buen amigo de él.
Era un traidor, amigo de él.
Tenía una finca grande, era muy rico.

English Translation
of
Item 9

The horse sees
the apples.

He climbs up and
H reaches high.
He thinks about the
apples.
He looks at the doll.

If Chipi doesn't
climb

The apple doesn't
fall.
He doesn't see the hat.
He doesn't pass the
fence.

The horse eats
the apple.

The apple falls.
He's happy.
He'snot happy.

English Transla
of
Item 10

José Martí
En Cuba vivía
Contra los españoles
y para Cuba escribía.

Fue a la cárcel
Martí el valiente.
Su buen amigo
Fermín lo siente

José Mar
in Cuba
He wrote
Spania
And for

He went
Martí th
His good
felt ver

How did Fermín fed
when Martí was
taken prisoner?

He
He
He

What did the
Spaniards think
of José Martí?

He
He
He
w

How did José Martí
feel toward his
friend Fermín?

He
He
f
He
w

2

lish Translation
of
Item 9

He climbs up and
H reaches high.
He thinks about the
apples.
He looks at the doll.

The apple doesn't
fall.
He doesn't see the hat.
He doesn't pass the
fence.

The apple falls.
He's happy.
He'snot happy.

English Translation
of
Item 10

José Martí
En Cuba vivía
Contra los españoles
y para Cuba escribía.

Fue a la cárcel
Martí el valiente.
Su buen amigo
Fermín lo siente

José Martí
in Cuba lived
He wrote against the
Spaniards
And for Cuba.

He went to jail
Martí the brave
His good friend Fermin
felt very sad.

How did Fermín fed when Martí was taken prisoner?

He felt badly.
He didn't feel badly.
He wanted ro save him.

What did the Spaniards think of José Martí?

He was a brave man.
He was handsome.
He shouldn't have written against them.

How did José Martí feel toward his friend Fermín?

He was a good friend.
He was a traitor and a frierd.
He had a large farm and was very rich.

Item 11 SYNTHESIS

CONTENT AREA: Creative Expression

BASIC SKILLS:
1. Verbal communication through speaking and writing
2. Using function 1, home language as a means of self-expression and self-fulfillment

Given a theme-related series of open-ended questions and supporting visuals, pupils orally relate their personal feelings, experiences and thoughts which the teacher (examiner) accepts and writes on chalkboard; then dictate/copy or write a short story on the theme.

DIRECTIONS: Follow procedures for eliciting language experienced based expression

INSTRUCCIONES: Siga los procedimientos sugeridos para obtener de los niños expresiones creativas basadas en el lenguaje oral.

Es una casa roja. Yo la cambiaría por una amarilla porque las casas rojas no son bonitas. Las casas amarillas me gustan.

Alternative Ratings:
3 = high
2 = moderate
1 = little

SCORING
The child responses expressed in his story may be scored as follows:

Fluency - Number of relevant responses

SYNTHESIS

CONTENT AREA: Creative Expressi

BASIC SKILLS: Verbal co-municati
poetry.

Pupils write a five-line poem
ses their feelings, experience
given a picture of the subject
questions for response.

DIRECTIONS: Follow procedures f
guage experienced-b
for expressing non-

INSTRUCCIONES: Siga los procedi
para obtener de los
creativa basada en
poesía que no rima.

1.¿Quién hace un ruid
2.¿Cuándo?
3.¿Dónde está?
4.¿Cómo hace?
5.¿Cómo qué otra cosa

Flexibility - Number of spontane
one category of me
Originality - Relative infrequen
given (type token
class)
Elaboration - Detail and specifi
sponses.

11

SYNTHESIS

ve Expression

rbal communication through
eaking and writing
ing functional, home language
a means of self-expression
d self-fulfillment

ed series of open-ended
rting visuals, pupils orally r
al feelings, experiences and
teacher (examiner) accepts
board; then dictate/copy or
on the theme.

rocedures for eliciting lan-
perienced-based expression

los procedimientos sugeridos
tener de los niños expresio-
tivas basadas en el lenguaje

s una casa roja
o la cambiaría
marilla porque
rojas no son
Las casas
s me gustan

SCORING

The child responses expres-
sed in his story may be
scored as follows:
elevant responses

SYNTHESIS Item 12

CONTENT AREA: Creative Expression

BASIC SKILLS: Verbal co-munication through writing poetry.

Pupils write a five-line poem that freely expresses their feelings, experiences and thoughts, given a picture of the subject and five written questions for response.

DIRECTIONS: Follow procedures for eliciting language experienced-based expression and for expressing non-rhyming poetry.

INSTRUCCIONES: Siga los procedimientos sugeridos para obtener de los niños expresión creativa basada en lenguaje oral y la poesía que no rima.

1.¿Quién hace un ruido?

2.¿Cuándo?

3.¿Dónde está?

4.¿Cómo hace?

5.¿Cómo qué otra cosa hace?

El gato hace un ruido
Por la noche cuando está oscuro
Está en el tejado
Haciendo miau, miau
Y después se cae

Flexibility - Number of spontaneoud shifts from one category of meaning to another.
Originality - Relative infrequency of the response given (type token ratio as per whole class)
Elaboration - Detail and specificity of the responses.

11

English Translation
of
Item 11

It's a red house.

I would change it to yellow because

red houses are not pretty.

I like yellow houses.

English Transla
of
Item 12

1. Who is ma
2. When?
3. Where is
4. How does
5. What else
it's li

lish Translation
of
Item 11

use.

e it to yellow because

e not pretty.

houses.

English Translation
of
Item 12

1. Who is making that sound?
2. When?
3. Where is he (the cat)?
4. How does he sound?
5. What else do you think it's like?

Item 13 EVALUATION

CONTENT AREA: Creative expression and language analysis (usage)

BASIC SKILLS: Evaluating mechanical appropriateness of a classmate's poem objectively.

Pupils evaluate a classmate's poem on the basis of rhyme, meter; descriptive word/Phrase usage; and word ethnicity.

DIRECTIONS: Read the poem and statements. Circle the number that in your judgement describes the element of the poem.

INSTRUCCIONES: Lean el poema y las oraciones. Tracen un círculo alrededor del número que según tu juicio mejor describe el elemento del poema.

Porrecito gatito
tan solito en la azotea
¿Qué quieres decirnos
en está noche tan bella?

Te dejaron allá encima
¿Dónde está tu mamá?
Buscándote comida
se fué con tu papá.

Yo te traigo leche
Gatito lloroso
Y no tendré en la mente
Tu ruido misterioso.

	Regular	Bastante bien	Muy bien
A. Rima final	1	2	3
B. El largo de las estrofas.....	1	2	3
C. Uso de palabras descriptivas	1	2	3
D. Uso de sonidos aliterativos	1	2	3

EVALUATIO

CONTENT AREA: Creative ex
analysis (u

BASIC SKILLS: Evaluating
classmate's

Pupils evaluate a classm
of expressive word/phras
and their emotional reac

DIRECTIONS: Read the poem
the number th
feelings towa

INSTRUCCIONES: Lean el po
Tracen un cír
mero que mejo
tos acerca de

/Repeat po

A. El poema expresa sentim
B. El poema evoca ciertos
en mí.....
C. La palabra gatito refle
mi idioma (español;
cubano, mexicano-
americano, puertorri-
queño).....
D. El poema pinta una imag
de la noche .....

3

EVALUATION

reative expression and language
nalysis (usage)

valuating mechanical appropriateness
f a classmate's poem objectively.

e a classmate's poem on the basis
r; descriptive word/Phrase usage;
city.

d the poem and statements. Circle
number that in your judgement
cribes the element of the poem.

Lean el poema y las oraciones.
cen un círculo alrededor del número
según tu juicio mejor describe el
iento del poema.

Pobrecito gatito
tan solito en la azotea
¿Qué quieres decirnos
en está noche tan bella?

Te dejaron allá encima
¿Dónde está tu mamá?
Buscándote comida
se fué con tu papá.

Yo te traigo leche
Gatito llorosa
Y no tendré en la mente
Tu ruido misterioso.

	Regular	Bastante bien	Muy bien
..,.....	1	2	3
rofas.....	1	2	3
criptivas	1	2	3
erativos	1	2	3

EVALUATION Item 14

CONTENT AREA: Creative expression and language analysis (usage)

BASIC SKILLS: Evaluating expressive elements of a classmate's poem subjectively.

Pupils evaluate a classmate's poem on the basic of expressive word/phrase usage, word ethnicity and their emotional reaction evoked.

DIRECTIONS: Read the poem and statements. Circle the number that best describes your feelings toward the poem.

INSTRUCCIONES: Lean el poema y las oraciones. Tracen un círculo alrededor del número que mejor describe tus sentimientos acerca del poema.

/Repeat poem/

	Poco	Algo	Mucho
A. El poema expresa sentimientos	1	2	3
B. El poema evoca ciertos sentimientos en mí.....	1	2	3
C. La palabra gatito refleja: mi idioma (español; cubano, mexicano-americano, puertorriqueño).....	1	2	3
D. El poema pinta una imagen de la noche	1	2	3

English Translation
of
Item 13

Poor little cat
on the roof out of sight
What are you trying to say
on this beautiful night.

They left you up there
where is your mother?
Away to get your food
She went with your father.

I'll get you some milk
Little cat that's crying
So I won't hear that noise
That is sad and mystifying.

	Fair	Pretty Good	Very Good
A. Final rhyming	1	2	3
B. Length of stanzas	1	2	3
C. Use of descriptive words	1	2	3
D. Use of alliteration	1	2	3

14

English Translat
of
Item 14

See poem for Item 13.

A. The poem expresses feelings

B. The poem evokes certain feelings in me . . . . .

C. The word gatito is typical of my Spanish Dialect (Cuban, Mex.Amer., Puerto Rican) . . . . . .

D. The poem paints an image of the night . . . . . .

lish Translation
of
Item 13

tle cat
oof out of sight
you trying to say
beautiful night.

you up there
your mother?
get your food
with your father.

you some milk
at that's crying
't hear that noise
sad and mystifying.

	Fair	Pretty Good	Very Good
. . . . .	1	2	3
s	1	2	3
ve words	1	2	3
ion	1	2	3

14

English Translation
of
Item 14

See poem for Item 13.

	Little	Some-what	A lot
A. The poem expresses feelings	1	2	3
B. The poem evokes certain feelings in me	1	2	3
C. The word gatito is typical of my Spanish Dialect (Cuban, Mex.Amer., Puerto Rican)	1	2	3
D. The poem paints an image of the night	1	2	3

Item 15 RESPONDING

CONTENT AREA: Creative expression

BASIC SKILL: Oral and written communication

2.2. WILLINGNESS TO RESPOND

Pupils demonstrate willingness to respond to oral and visual stimuli presented through language experience strategies in an open atmosphere wherein the teacher accepts the home language they bring to class.

/See Language Experienced-Based Creative Expression Items/

Alternative Ratings:
1. To a small degree
2. To a moderate degree
3. To a high degree

SCORING

The examiner can note whether the pupil contributes to the oral discussion, offers his personal thoughts, feelings or experiences to the list being generated; or waits to communicate them on a one-to-one basis.

A. Participates orally in open-ended language experience activities	1	2	3
B. Contributes to data-gathering lists	1	2	3
C. Communicates to teacher privately his toughts, feelings, experiences	1	2	3
D. Avoids or is uncomfortable with expressing himself in horal language	1	2	3

RESPONDING

CONTENT AREA: Creative expressi

BASIC SKILL: Oral and written c

2.3. SATISFACTION IN R

Pupils demonstrate pleasure an using his home language during ence and other classroom/schoo

/See Language Experienc Creative Expression It

Alternative Rating
1. To a small degree
2. To a moderate degre
3. To a high degree

SCORING

The observer can note the p enjoyment expressed by the pupil and non-verbal cues as he uses h freely. A further observation c pleasure he demonstrates when he others to converse with.

A. Demonstrates overt pleasure when in home language . . . . . .

B. Demonstrates overt pleasure non-v when participating in language activities . . . . . .

C. Actively seeks others for engagin language conversations . . . .

D. Avoids or is uncomfortable in spe home language . . . . . .

RESPONDING

ve expression

d written communication

GNESS TO RESPOND

willingness to respond to
muli presented through
strategies in an open
the teacher accepts the home
to class.

e Experienced-Based
pression Items/

ernative Ratings:

small degree
moderate degree
high degree

SCORING

note whether the pupil con-
discussion, offers his
elings or experiences to the
or waits to communicate
basis.

-ended language
. . . . . 1 2 3

ng lists 1 2 3

vately his
iences 1 2 3

with expressing
. . . . . 1 2 3

RESPONDING Item 16

CONTENT AREA: Creative expression

BASIC SKILL: Oral and written communication

2.3. SATISFACTION IN RESPONSE

Pupils demonstrate pleasure and enjoyment in using his home language during language experience and other classroom/school activities.

/See Language Experienced-Based
Creative Expression Items/

Alternative Ratings:

1. To a small degree
2. To a moderate degree
3. To a high degree

SCORING

The observer can note the pleasure and/or enjoyment expressed by the pupil through verbal and non-verbal cues as he uses his home language freely. A further observation can be the pleasure he demonstrates when he actively seeks others to converse with.

A. Demonstrates overt pleasure when speaking in home language 1 2 3

B. Demonstrates overt pleasure non-verbally when participating in language experience activities 1 2 3

C. Actively seeks others for engaging in home language conversations 1 2 3

D. Avoids or is uncomfortable in speaking his home language 1 2 3

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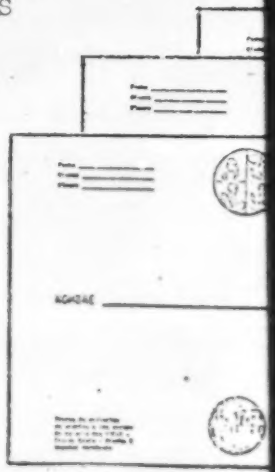
APPENDICES

TEST MATERIALS



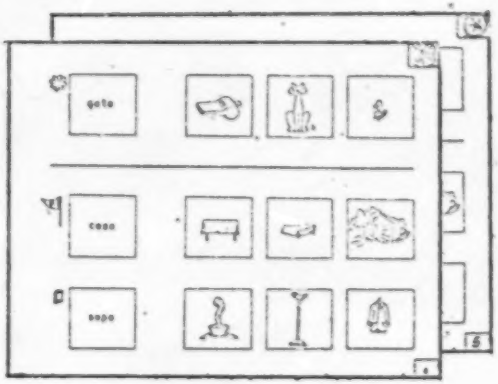
Teachers Manuals

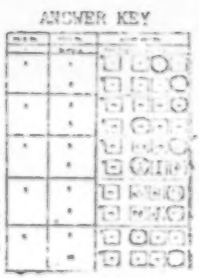
Transparencies for Administering each Item, Page

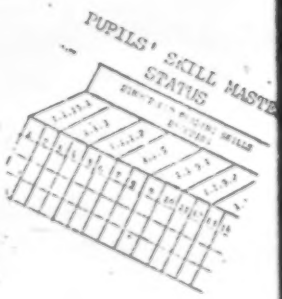
Pupils' Skill Mastery Status

Pupils' Test Booklets

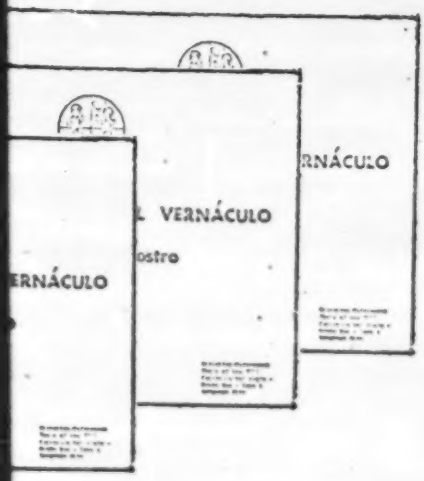
Pupils' Test Readers

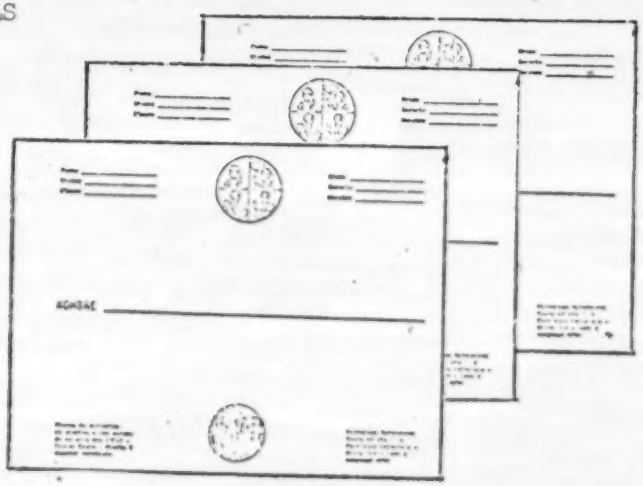






TEST MATERIALS





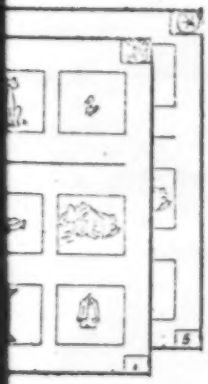
Teachers Manuals

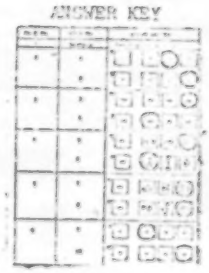
Transparencies for Administering each Item, Page

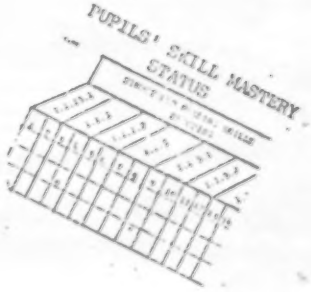
Pupils' Skill Mastery Status

Pupils' Test Booklets

Pupils' Test Readers







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SAMPLE OF SPECIFICATION TABLE OF OBJECTIVES BASED ON FREQUENCY OCCURRENCE

Objective	Unit 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
3. Demonstrate mastery of reading skills by:															
3.1 Matching pictures with words															
3.2 Matching pictures with sentences															
3.3 Matching words with words															
3.4 Matching sentences with sentences															
3.5 Identifying words that begin with a given sound															
3.6 Identifying rhyming words															
[illegible]															

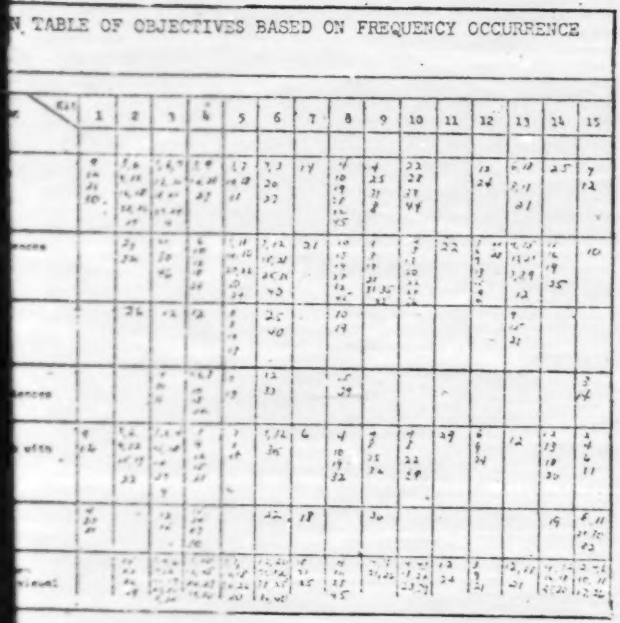
Objectives)

[illegible] LIST OF WORDS BASED ON FREQUENCY OCCURRENCE IN TEACHER'S [illegible] AND DITTO PACKET - LANGUAGE ARTS GRADES

Unit	1	2	3	4	5	6	7	8	9
a									
able									
all									
blue									
book									
brown									
color									
come									

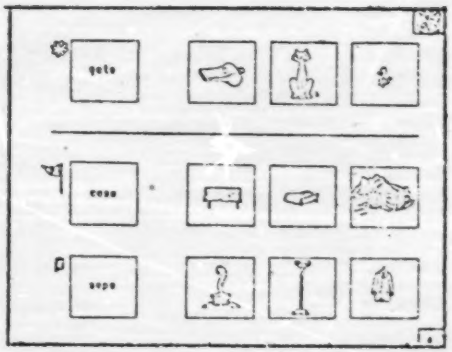
L A N G U A G E A R T S

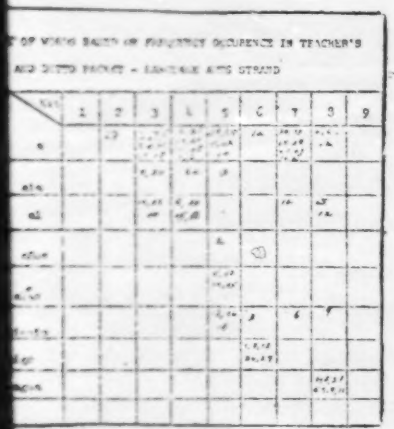
N. TABLE OF OBJECTIVES BASED ON FREQUENCY OCCURRENCE



Objectives)

I T E M





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LANGUAGE ARTS VERNACULAR CRITERION-REFERENCED TESTS

TEST No.	DOMAINS TESTED	NO. ITEMS	LANGUAGE OF TEST	APP. TIME OF ADMINISTRATION	TEST ADMINISTRATOR
UNIT I (Kits 1-4)	Structured Reading Skills, Decoding Oral Language Development and Language Experienced-Based Reading Listening Skills-Comprehension Structured Reading Skills-Comprehension and Interpretation	38	Spanish	1 Hour 20 min. as follows: Introduction: 10 min. Part I: Part II:	May be administered by classroom teacher by reading and following Test Explanation, Guidelines and Directions provided in Teacher's Manual. Transparencies provided for each item for ease of administration.

LANGUAGE ARTS VERNACULAR CRITERION-REFERENCED TESTS

...INS TESTED	NO. ITEMS	LANGUAGE OF TEST	APP. TIME OF ADMINISTRATION	TEST ADMINISTRATOR	TECHNICAL DATA
...ured Reading ...ls, Decoding ...anguage De- ...pment and ...uage ...rienced- ...d Reading ...ing Skills- ...rehension ...ured Reading ...ls-Com- ...ension and ...rpretation	38	Spanish	1 Hour 20 min. as follows: Introduction: 10 min. Part I: Part II:	May be administered by classroom teacher by reading and following Test Explanation, Guidelines and Directions provided in Teacher's Manual. Transparencies provided for each item for ease of administration.	Limited technical data available based on 1972-73 Experimental Design. Validity studies and reliability indices available for 1974-75.

PREMISES UNDERLYING THE SCDC SPANISH READING PROGRAM

Underlying the process and product in the development of the SCDC Spanish reading program are some 10 premises which grow out of the Language Arts Team's understanding of the nature of teaching and learning Spanish vernacular reading in typical bilingual schools in the United States. These premises are as follows:

Learning to read is more than an end in itself. In the beginning stages, the reading experiences offered to children should emphasize the purposes to which reading is put, as well as decoding skills.

Learning to read is more than an isolated behavior. Reading experiences should reflect interaction patterns between teacher and pupil and among pupils which will support other dimensions of the children's cognitive and affective development.

Some reading-related needs are predictable. In the interests of economy and efficiency, certain decoding experiences can and should be carefully programed so the children will be systematically exposed to the sound-symbol correspondences which exist between the spoken and written languages.

Some reading-related needs are unpredictable. In the interests of individualization of instruction, a framework can and should be developed to facilitate the pupil's acquisition of those reading skills which are requisite to his personal written communication needs.

The Spanish writing system is alphabetic in nature. The high degree of correspondence between sounds and symbols offers the opportunity to emphasize the phonic elements in the teaching of Spanish decoding skills. This includes syllable structure as well as individual sound-symbol relationships.

The normal reading unit
Words and their syntacti
riers of referential mea
unless they correspond t
ry no meaning. As a maj
teaching of reading is m
manipulation of letters
diciously planned so as
meaningful contexts.

Reading includes recogni
Word-by-word decoding is
pupil learns to respond
which bind words togethe
systematic consideration
is as important in learn
traditionally devoted to
dividual words.

Reading is a major means
The referential content
should in part help the
himself and his immediat
also serve as a medium f
tions similar to his own
different from his own b
to interact.

Frequency and usefulness
In the programing of let
structures, consideratio
that the oral equivalent
fall within the children
Considerations of useful
programed items contribu
will stimulate the child
interest in print as a m

Flexibility in approach
Pupils respond to a vari
should be equally versat

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YING THE SCDC SPANISH READING PROGRAM

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The normal reading unit is a meaning-bearing unit. Words and their syntactic arrangements are the carriers of referential meaning. Letters and syllables, unless they correspond to a grammatical feature, carry no meaning. As a major goal at all levels of the teaching of reading is meaning-seeking behavior, the manipulation of letters and syllables should be judiciously planned so as to stem from and return to meaningful contexts.

Reading includes recognizing grammatical structures. Word-by-word decoding is a barren process unless the pupil learns to respond to the grammatical features which bind words together into meaningful units. A systematic consideration of the sequences of words is as important in learning to read as the attention traditionally devoted to letters, syllables, and individual words.

Reading is a major means of extending experience. The referential content of the reading program should in part help the child to better understand himself and his immediate environment. It should also serve as a medium for exploring other conditions similar to his own, and still others which are different from his own but with which he must learn to interact.

Frequency and usefulness are significant criteria. In the programing of letters, syllables, words and structures, considerations of frequency help ensure that the oral equivalents of the programed items fall within the children's linguistic experience. Considerations of usefulness help ensure that the programed items contribute to a reading text which will stimulate the children's imagination and their interest in print as a means of communication.

Flexibility in approach is a significant criterion. Pupils respond to a variety of stimuli. The teacher should be equally versatile in her methodology.